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ABSTRACT

This guide provides local New York State education agencies with necessary instructions for participating in fiscal 1970 programs under the ESEA Title II program. The pamphlet also includes information on the basic grant program, special purpose grants, and special purpose incentive grants. (JF)

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Bureau of School Libraries
Albany, New York 12224

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PLANNING GUIDE

FOR

TITLE II

OF THE

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

1969-1970 Edition

EA 002 961

Policies and Guidelines

An explanation of the standards and procedures to be used by the public school districts and other public agencies making application for grants under the provisions of P.L. 89-10 (ESEA), Title II, Sections 201-207, Title VI, Sections 601-605, and the New York State Plan, as approved by the U.S. Commissioner of Education, October 22, 1965, and as amended.

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I INTRODUCTION

Title II of the Elementary and Secondary Education Act of 1965, Public Law 89-10, provides funds for the acquisition of school library resources and other printed and published materials. New York State is authorized to award grants to public school districts and other public agencies for this purpose.

It is anticipated that approximately $3.4 million will be authorized for New York State for Title II, FY 70. Of this, approximately $2.2 million (or 70%) will be allocated to a selected number of local education agencies through the Basic Grant program; approximately $900,000 (or 30%) will be awarded through the competitive Special Purpose and Special Purpose Incentive Grant program.

Basic Grants

Selection of local education agencies for participation in the FY 70 Basic Grant Program was based on the following criteria which reflect the relative need for school library resources: large urban centers with critical educational needs related to economic and educational deprivation; local education agencies with critical educational needs created by severe financial need; local education agencies with critical shortages of school library resources; local education agencies with sufficient enrolment to ensure a full scope of educational program.

Special Purpose and Special Purpose Incentive Grants

These programs are competitive and grant awards will be made on the basis of comparative merit and potential achievement.

Local Administration

The reduced level of funding for Title II FY 70 makes it necessary to retain all allowable administrative funds for effective State administration of the program. Local education agencies participating in Title II will need to absorb the costs of local administration.

It is strongly recommended that Title II projects be coordinated with other Federal or State special aid projects. Such coordination will result in stronger, more effective educational programs, while at the same time providing for efficient local administrative procedures.

Civil Rights Act of 1964

Local education agencies participating in the Title II program must supply evidence of compliance with the provisions of the Civil Rights Act of 1964. This Act states: "No person in the United States shall, on the ground of race, color, or national origin, be

excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

This Planning Guide provides local education agencies with the necessary instructions for participation in Title II FY 70 in New York State. Additional guidance may be obtained from the Bureau of School Libraries, State Education Department.

The Department reserves the right under the State Plan to make final determination as to the approvability of projects and the suitability of resources acquired. Local education agencies participating in Title II must conform to the policies and procedures as stated in the Planning Guide.

The basic guidelines for the administration of ESEA Title II in all States are established by the Office of Education of the U.S. Department of Health, Education and Welfare. The Title II program in New York State is administered by the State Education Department under a Federally approved State Plan. The State reserves the right to approve any grant application in whole or in part.

Lore Howard, Chief, Bureau of School Libraries, is Coordinator of ESEA Title II for New York State.

II BASIC GRANT PROGRAM

Basic grants comprising 70% of New York State's allocation for local assistance will be made to selected eligible public agencies to permit the acquisition of school library resources. Each public agency selected for participation in the 1969-70 basic grant program will be notified of their allocation individually, and a complete list of the selected public agencies will be made available. Minimum basic grant will be $1,500. Of the amount allocated for the 1969-70 basic grant program, 100% will be distributed solely on a project basis to those selected eligible public agencies submitting appropriate completed application forms and receiving project approval from the State Education Department.

Project proposals shall be based upon the needs of the individual children and teachers served as indicated by the curriculum, special programs, reading levels and interests, availability of suitable materials and other critical areas of need. Under no circumstances can the local public agency redistribute basic grant funds on a per-capita basis among the schools of the district.

Project proposals shall adhere to one or more of the following priorities:

1. The establishment or improvement of elementary school libraries. This means that when central elementary school library resources are nonexistant or considerably weak, then this demonstrated need should take precedence in designing a grant project - to the exclusion of other schools in the district or, in the case of a central school, to the exclusion of secondary level materials.

2. Special program needs for school library resources at any grade level. Special program needs may include programs for disadvantaged students, students with special cultural or linguistic needs, or programs based on new curricula or new teaching methodology. Combining the special program needs priority with the first priority is a desirable procedure.

The following criteria have been established State-wide and will govern proportionate expenditures from basic grant funds:

The total grant must be expended 100% for school library resources (i.e., materials processed and cataloged for use in a school library or media center). This 100% must be allocated in the following manner:

a. Not less than 50% of the grant to be expended for books, periodicals, and other textual library materials which are cataloged and processed;

b. Not more than 50% of the grant to be expended for audiovisual materials that are cataloged and processed;

Such a percentage breakdown of expenditures is supported by the viewpoint of leading educational authorities as outlined in Standards for School Media Programs, prepared by the American Association of School Librarians and the Department of Audiovisual Instruction, in cooperation with representatives of 28 other national educational associations, and published in 1969 by the American Library Association and the National Education Association.

Variance from this criterion for proportionate expenditure of basic grant funds will be permitted under the following circumstances:

a. If the highest quantitative and qualitative standards for school libraries, as listed elsewhere in this Guide, have been achieved;
b. If the central school library is being reorganized as a media center and substantial quantities of audiovisual materials are needed as a part of the school library or media center;
c. If periodical subscriptions on microfilm are being emphasized;

Such a variance must be requested in writing at the time of application, and must include a justification based on tangible data. If the justification is adequate, the variance will be permitted.

Special Note: The above criteria do not provide for the acquisition of textbooks, i.e., titles in quantities of six or more per building or administrative unit. This exclusion is based upon the implementation of the State Textbook Law on September 1, 1966. Please note, however, that supplementary textbooks are still eligible for acquisition under the school library resources category, provided that a maximum of five copies of a single title are acquired for an individual school building, and that such materials are cataloged and processed as part of a school library or media center.

It must be carefully noted that a basic grant cannot be approved unless the public agency agrees to make available on loan, an equitable amount of the Title II resources acquired to the private school children and teachers enrolled in the non-public elementary and secondary schools situated within the jurisdiction of the public agency. The quantity of material made available on loan to private school children and teachers should vary in direct proportion to the degree of need assessed locally.

Each local public agency participating in the basic grant program has the responsibility for making Titie II materials accessible to children and teachers in public and private elementary and secondary schools. Included in this responsibility is the preparation and dissemination of selected catalogs and/or lists of Title II materials acquired. Such selected catalogs and/or lists shall be based on sound principles of service related to the instructional program to insure the proper and effective use of Title II materials. Funds for the administration of this responsibility will not be made available, except as deemed necessary by the Commissioner of Education of New York State. (See the section on Preparation and Dissemination of Selected Lists.)

III SPECIAL PURPOSE GRANTS

The special purpose grant program is competitive and awards will be based on merit and potential as indicated by the project design. It is primarily intended to provide incentive for the establishment or continuation of local practices which are exemplary or innovative.

The number of special purpose grants awarded is limited in order to make the amounts sizable enough to effect immediate, substantial improvements. There is no restriction as to the amount of the special purpose grant, nor as to proportional expenditures for different types of resources. The amount applied for should be consistent with the scope of the project, the degree of program activity, and the quantity of resources necessary to achieve program objectives. (The majority of 1968-69 special purpose grants ranged from $5,000 to $25,000.)

Who is eligible to apply?

Only public agencies are eligible to make application for grants under ESEA Title II. Those eligible to apply for special purpose grants are:

1. local public school districts;

2. campus schools operated by the State University of New York or The City University of New York;

3. other public agencies which operate approved elementary or secondary schools, such as correctional institutions and institutions for the deaf, blind, and handicapped;

4. public libraries and public library systems;

5. Boards of Cooperative Educational Services;

6. other public agencies able to develop a project in accordance with program standards and criteria.

A limited number of supplementary special purpose grants will be considered for those public agencies which were recipients of special purpose grants during the previous years of the program. These grants will be smaller in size than were the original grants, and will be awarded on the basis of evidence of successful achievement of original program objectives.

Ultimate approval of special purpose grants will depend upon satisfaction of the criteria listed below within the framework of one or more of the stated program priorities. Applying public agencies should use the suggested standards provided in another

section of the Guide in their planning and should be aware of the fact that an increasing number of districts are moving beyond these 1967-68 State recommendations in the direction of the new joint national standards, (For the latter, see Standards for School Media Programs. NEA/ALA, 1969.)

Special note: Special purpose grant funds are limited to the acquisition of printed and published materials only. Improvement of staffing and facilities to achieve high standards, evidence of which is necessary to meet program criteria, are local responsibilities, which can be achieved either through local effort or through coordination with other Federal and special aid programs.

Pre-planning with the Bureau of School Libraries is strongly recommended, since such planning often contributes to the quality and approvability of final applications.

Program Priorities

The priorities of the special purpose grant program for 1969-70 are:

1. Establishment of outstanding local and/or regional school libraries or media centers reflecting highest State and National standards.

2. Establishment of innovative projects which include new or different practices and techniques governing the use of Title II resources to improve instruction.

3. The establishment of outstanding building, district or regional school library or media center collections developed to meet an identified critical educational need. This need may be in terms of:

   a) A specific group of students; e.g., disadvantaged, handicapped, students with specific cultural or linguistic needs, etc. or teachers planning programs for such students.

   b) A specific curriculum area; e.g. new programs in social studies, health, humanities, performing arts, etc.

   c) A new instructional approach; e.g. team teaching, modular scheduling, independent study, etc.

Criteria for Special Purpose Grants

1. Potential for model and exemplary practice.

2. Potential for regional service and regional innovation.

3. Potential for contributing to the improvement of instruction.

4. Cooperative planning with private school officials and appropriate public agencies.

5. Availability of resources acquired to private school children and teachers on an equitable loan basis.

6. Number and appropriateness of professional and non-professional school library or media center staff directly involved with the grant project.

7. Maintenance and/or increase of professional and non-professional school library or media center staff in the district.

8. Adequacy and suitability of facilities.

9. Pertinency of program of activities to instructional programs being served.

10. Adequacy of loan procedures.

11. Scope of the educational program for which resources were acquired.

12. Suitability of selection policies.

13. Accessibility to visiting educators.

14. Coordination of grant program with other Federal and State programs in project area.

15. Level of local expenditures for similar materials.

16. Employment of a full-time qualified school library consultant with supervisory responsibilities at the district and/or regional level.

17. Preparation and dissemination of lists of Title II resources.

Low priority will be given to those applications which propose a project or program already being implemented under ESEA Title II by a neighboring or nearby school district or other public agency.

Availability to public and private school children and teachers; Lists

It must be carefully noted that Title II resources acquired through a special purpose grant must be made available on an equitable basis to the children and teachers in the private schools within the jurisdiction of the public agency.

Included in this responsibility is the preparation and dissemination of selected catalogs and/or lists of Title II materials acquired. Such selected catalogs or lists shall be based upon sound principles of service related to the instructional program, to insure proper and effective use of Title II materials. No funds will be made available for the administration of this responsibility. (See the section on Preparation and Dissemination of Selected Lists.)

Letter of Intent Format

One copy of a letter of intent to file an application for a special purpose grant must be sent to the Bureau of School Libraries by January 15, 1970. Receipt will be acknowledged with an indication as to whether the public agency should proceed with its application. (The application itself must be submitted on Form D by February 15, 1970.)

The following suggested format contains the necessary information for the letter of intent:

1. Statement of Intent to file application for /_/ Special Purpose Grant

   /_/ Special Purpose Incentive Grant

2. Estimated amount of funding to be requested _____

3. Project description (check, or fill in all that apply to this project)

/_/ Model	Subject area concentration, if any_____
/_/ Multimedia	Grade level concentration, if any_____
/_/ Elementary	Student group concentration, if any____
/_/ Secondary	
/_/ Individual school	(Total enrolment of school_____)
/_/ District center	(Number of schools_____ Total enrolment_____)
/_/ Regional center	(Number of districts_____ Total enrolment_____)

4. Supply district figures:

	1967-68	1968-69	1969-70
Enrolment			
Per pupil expenditure for school library resources			
Number of professional school librarians employed			
Number of library clerks employed			
Number of school library supervisors employed			

5. Supply information for project school:

Enrolment_____

Number of personnel assigned to the project media center or library (indicate part-time by fraction)

	1.) Currently employed	2.) To be added if project is approved
Certified school librarians		
Certified teachers		
Audiovisual specialists		
Library clerks		
Other (specify)		

6. Project school library or media center facilities (indicate square footage)

	1.) Present	2.) To be added if project is approved
Reading room		
Office and workroom		
Storage		
Conference/viewing/listening		
Other (specify)		

Date:_____ Signed:_____

Chief Administrator of Local Education Agency

IV SPECIAL PURPOSE INCENTIVE GRANTS

The special purpose incentive grant program is designed to encourage and foster the establishment of central elementary school libraries and media centers in existing public elementary schools currently without such facilities and programs. Five per cent of the total State allocation for local assistance will be made available for this program, with the actual amount of each grant, not to exceed $15,000, directly related to the degree to which the special standards established for this grant category have been met.

All local public school districts are eligible for this category of grant and may make more than one incentive grant application provided that the elementary schools selected are eligible and that a separate plan is to be implemented for each. Under no circumstances, however, can a special purpose incentive grant application be submitted for an elementary school which has been selected for a special purpose grant application, and vice-versa. Both a special purpose grant application, and a special purpose incentive grant application can be made, however, by a public school district as long as the applications are not for the same public elementary school.

Important: Any eligible public agency anticipating making application for a special purpose incentive grant must file a Letter of Intent for each project with the Bureau of School Libraries prior to January 15,1970. The format and content of the Letter of Intent are discussed in the section on Special Purpose Grants.

Since the special purpose incentive grant program is competitive, priority consideration will be given to those projects that best adhere to the following criteria:

1. Ability to achieve all, or a realistic part, of the special standards for this category of grant described elsewhere in the 1969-70 Planning Guide in the section on standards.

2. Educational quality of the implementation plan submitted.

3. Level of local effort for the acquisition of similar resources in the project school and in the district.

4. The public elementary school selected must have been in existence and operating during the 1968-69 school year without a central school library or media center. Elementary schools which will open in September 1969, are not eligible.

5. Availability of resources acquired to private elementary school children and teachers in the district or in a realistic section of the district.

6. Existence of a district coordinator or supervisor of school libraries.

7. Ability to implement the plan during the 1969-70 school year and to achieve during the following school year the level of program activity contemplated in the project plan. Plans for 1970-71 will be given lower priority but will not be automatically excluded from participation. Ability to achieve high standards will be taken into consideration.

8. Ability to provide staffing, facilities, and other necessities with State, local and other sources of funding.

9. Assurance that the elementary school selected is not involved in an application for a special purpose grant.

10. Existence of a written policy adopted by the Board of Education governing the selection of school library resources for the district.

Each local public agency participating in the special purpose incentive grant program has the responsibility for making Title II materials accessible to children and teachers in appropriate public and private elementary schools. Included in this responsibility is the preparation and dissemination of selected catalogs and/or lists of Title II materials acquired. Such selected catalogs or lists shall be based on sound principles of service related to the instructional program to insure proper and effective use of Title II materials. Funds for the administration of this responsibility will not be made available, except as deemed necessary by the Commissioner of Education of New York State. (See the section on Preparation and Dissemination of Selected Lists.)

V HOW TO APPLY

Prior to making formal application for any Title II grant, the following steps are recommended:

Planning

A committee of school administrators, school librarians, media specialists, curriculum personnel and/or audiovisual specialists should be appointed to plan the project. It is important that private school officials participate in the initial planning. Where applicable, public library and other community personnel should also be involved.

Assessment of Need

Basic Grant funds cannot be reallocated on a per capita basis at the local level. One of the prime obligations of the planning group is to determine the area(s) of greatest need for both public and private school students and teachers. Basic Grant funds must be expended for those students and teachers in greatest need of school library resources.

Form A and Form B

These two forms must be completed by selected eligible local education agencies applying for a Basic Grant.

Form A is the district application form which provides pertinent district data and describes the Title II project.

Form B is required for each individual school actually participating in the Title II program for FY 70. Three copies of Form A and one copy of Form B for each participating building must be submitted in applying for an ESEA Title II Basic Grant.

Form D

Form D is used in making application for a Special Purpose Grant. (NOTE: A Letter of Intent must be filed with the Bureau of School Libraries prior to making application for a Special Purpose Grant) If no Letter of Intent is submitted, the application for a Special Purpose Grant will not be reviewed or evaluated.

Form J

Form J is used in making application for a Special Purpose Incentive Grant. A Letter of Intent is also required for these grants.

Special Purpose Incentive grants are intended solely to establish elementary school libraries or media centers in existing buildings presently without such a central collection.

Important:

Complete all items on the application form(s). Enter "none" or "o" where applicable.

Be sure that anticipated grant expenditures meet the criteria for proportionate expenditures as explained in this Guide.

Be sure the certification statement is signed by the Chief School Administrator or his deputy.

Attach any additional data or descriptions which will clarify the grant application.

Causes for Rejection of Grant Applications

1. Planned expenditures will be redistributed on a per pupil basis locally.

2. Local effort will not be maintained on a per pupil basis, at the same level as, or in excess of, the base year.

3. Private school children and teachers will not receive equitable loan benefits.

4. Planning has not included private school officials, school librarians, or public librarians.

5. The application form has not been completed properly in accordance with instructions.

6. Planned expenditures will not be consistent with the criteria governing proportionate expenditures for the various categories of eligible materials.

7. Planned expenditures include equipment or salaries.

8. Title II priorities or greatest needs will not be observed or met.

9. Acquisition costs will be excessive.

10. Application does not include satisfactory provision for the improvement of school library service.

11. Reports requested for the preceding school year were not filed with the Education Department.

12. Assigned responsibilities for the preparation and dissemination of lists of Title II materials have not been accepted.

Selection of School Library Resources

The selection policies of the local public school district or other public agency govern the selection of school library materials acquired under ESEA Title II. It is strongly recommended that school districts develop written selection policies which are formally adopted by the Board of Education. Samples of such statements of selection policy may be obtained from the Bureau of School Libraries for guidance in developing a local policy.

Where private school officials are participating in the Title II program, it is important that local selection policies be carefully explained. A public school district may approve materials for use by private school children and teachers which meet the selection policies of that district, whether or not the materials are actually used by that district. A public school district is under no obligation, with regard to the Title II program, to approve and acquire a specific item for use by private school children and teachers simply because it has been approved and acquired for use by another public school district. Final selection decisions locally are vested in the local public school district. The State Education Department reserves the right of final decision at the State level and will resolve any selection questions which are not resolved locally.

IMPORTANT: Only school library resources defined as eligible materials under ESEA Title II may be acquired with Title II funds.

School library resources should be evaluated, to the extent possible, before purchase by the professional staff. Reliable professional selection tools, lists, bibliographies, and periodicals which review books and audiovisual materials should be used as guides.

A comprehensive list of Selection Aids may be obtained from the Bureau of School Libraries.

VI ELIGIBILITY OF MATERIALS

Eligible Materials

Title II grant funds--both basic and special purpose--must be expended for the following category of materials:

School Library Resources (cataloged and processed)

The following is an itemized listing of the various types of resources and materials allowable:

1. Books (hardcover and paperback), reference books, encyclopedias, periodical subscriptions not to exceed 3 years, documents, films, filmstrips, sound recordings, processed slides, processed transparencies, kinescopes, video tapes, maps, charts, globes, pictures, picture sets, musical scores, reproductions, photographs, graphic works, and other printed and published materials of a similar nature which are cataloged and processed for use as part of a school library or media center.

2. Straight lease plans for a period of time not to exceed one year. Any other lease plan or contractual arrangement requires prior consultation with the Division of Educational Management.

3. Multimedia kits containing primarily printed and published materials

4. Combinations of materials and equipment, if the cost of the equipment is incidental to the cost of the materials

Important: The meaning of cataloged and processed should be carefully noted. "Cataloging and processing" means that materials are to be classified, labeled or marked, cataloged on either cards or in book catalogs, analyzed by subject, organized by the classification system used, and made available to children and teachers in a school library or media center.

Ineligible Materials

Title II grant funds--both basic and special purpose --may not be expended for the following categories of materials or services:

Materials intended for use in the teaching of religion
Materials primarily sectarian in nature
Materials consumed in use or not expected to last more than one year
Multimedia kits containing primarily manipulative materials or realia
Blank tapes, unexposed films, materials for preparing transparencies
Models and realia, flannel boards, specimens, toys and games
Equipment, furniture, machines, shelving, remodeling, storage units
* Rebinding and repairing
Supplies -- general supply items, such as, stationery, purchase order forms, multiple order slips, etc., are not eligible except as acquisition costs related to either cataloging, processing, or ordering procedures
Personal Service -- wages or salaries may not be paid for professional or non-professional services, unless related to necessary costs of acquisition (i.e., cataloging, processing, and ordering.)

* While rebinding charges are ineligible, prebinding charges are allowable as part of the price of the book.

VII STANDARDS

Standards are the goals which encourage the development of excellence in education. They represent the best judgement of experts in particular areas of specialization. When carefully formulated, well defined and effectively executed, standards chart the course by which improvements in education can advance rapidly.

In the field of materials for teaching and learning -- instructional materials, media, school library resources -- the two national professional organizations concerned with this specialty, The American Association of School Librarians and the Department of Audiovisual Instruction, have issued a joint publication establishing standards for school media programs. It is recommended that schools study this document carefully to guide them in developing local plans for school media programs. To obtain a copy write:

Standards for School Media Programs
American Library Association
50 East Huron Street
Chicago, Illinois 60611 $2.00

or

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036 $2.00

Also useful are two older publications:

Standards for School Library Programs. 1960.
American Library Association
50 East Huron Street
Chicago, Illinois 60611 $3.00

Quantitative Standards for Audio-Visual Personnel, Equipment, and Materials
Division of Educational Communications
New York State Education Department
Albany, New York 12224 (Free)

The following are basic State Education Department suggested standards for school libraries or media centers:

A. School Libraries

1. Staff

School Librarians - 1 full-time school librarian for

every 500 pupils (or major fraction thereof)

Clerical assistants - 1 full-time clerical assistant for every 500 pupils (or major fraction thereof)

Supervisor - 1 full-time Supervisor of School Libraries for every 7 buildings and/or 2,000 pupils

2. Resources

Books - 15-20 volumes per pupil (but not less than a basic collection of 6,000 volumes)

Periodicals - 25- 30 titles (elementary schools)
50- 70 titles (junior high schools)
100-120 titles (senior high schools)
3- 5 newspaper titles

Pamphlets, pictures, clippings - as necessary to the instructional program

Filmstrips - 1 filmstrip per pupil

Recordings - 100 plus 2 per teaching station

Others - Films, slides, and transparencies as necessary to the instructional program

Professional collection - a minimum of 200 book titles and 15 periodicals for every school

3. Facilities

Reading room - At least 1,000 square feet, but not less than 25-30 square feet per seated pupil for 10% of the total pupil enrollment (no more than 80-100 seats should be located in one reading area)

Additional Areas - Office/Workroom - not less than 400 square feet
Storage - not less than 200 square feet
Conference/Listening/Viewing - not less than 150 square feet

4. Equipment and Furniture

Shelving - Minimum capacity should be based on 15 books per pupil assuming maximum anticipated enrollment

Other - Appropriate tables, chairs, study carrels, desks, file cabinets, book trucks, telephone, typewriter, and equipment for the utilization and storage of audiovisual materials

5. Expenditures

Books - $4.00 - $6.00 per pupil per year

Other - Proportionate allocations for periodicals, for encyclopedias, for other printed library materials, for audiovisual materials, for the professional collection

Where the desirable transition from a "book library" to a media center has been made (or is anticipated), audiovisual standards should be coordinated with the standards for school libraries. The cited standards are for traditional school libraries and must be extended beyond minimum requirements if adequate facilities, equipment, staff and materials are to be provided to support the total educational program.

B. Audiovisual Materials

The following are suggested standards of the Division of Educational Communications:

1. Staffing

1 full-time Director of Educational Communications (district level) for every district having an enrollment of 2,000 students or more. School districts having less than 2,000 students should afford themselves the services of at least a part-time Director of Educational Communications in proportion to student enrollment

1 full-time Coordinator of Educational Communications (building level) for each 850 students throughout the district

2. Resources

Refer to DAVI's Quantitative Standards for Audio-Visual Personnel, Equipment and Materials

3. Facilities

The instructional program and services offered will govern the quality and variety of facilities available. Attention should be given to classroom light control,

auditorium use, study carrels, electronic classrooms, work rooms, and a variety of audio-visual equipment.

4. Expenditures

1.5% of the total instructional budget (not including salaries) or a minimum of $2.75 - $3.25 per pupil for materials and equipment

C. District Resource or Curriculum Centers

1. Staff

1 full-time Supervisor of School Libraries for every 2,000 pupils

1 full-time Audiovisual Director for every 2,000 pupils

2. Resources

The scope and size of the collections will vary with the purpose of the district center

3. Facilities

A minimum of 1,500 square feet for a center serving a district with an enrollment of 2,000 pupils

4. Equipment and Furniture

Sufficient and appropriate equipment and furniture should be provided to adequately serve the objectives of the center. Consultation with the Bureau of School Libraries to ascertain specific requirements is strongly urged.

5. Expenditures

An annual allocation of funds should be made for the administration and maintenance of the district center.

D. BOCES and/or Regional Supplementary Educational Centers

Local need will determine the scope and purposes of these centers. In general, the standards for district centers apply.

E. Public Libraries

See the section on Public Libraries of the Planning Guide for standards for public libraries.

Standards for Special Purpose Incentive Grants

The following are the standards which will be used by the Bureau of School Libraries to evaluate this part of the Title II program, which is designed to encourage the development of central school libraries or media centers in elementary schools lacking such facilities:

A. Organization and Administration

Priority #1 - The elementary school library organized as a media center.

Priority #2 - The elementary school library organized as a traditional book library.

B. Expenditures for Resources

1. For a media center - $6.00 plus per pupil

2. For a book library - $4.00 - $6.00 per pupil

C. Staffing

1. For a media center - 1 full-time, qualified school librarian for every 500 pupils, or major fraction thereof;
- 1 full-time library aide or technician for every 500 pupils, or major fraction thereof.

2. For a book library - 1 full-time, qualified librarian enrollments up to 750;
- 1 full-time library aide.

Special Note: High priority will be given to those applications from school districts which employ (or will employ) a full-time coordinator, director, or supervisor of school libraries.

D. Facilities

1. For a media center
   - 1,500 square feet for the library (exclusive of workroom, storage, and office areas);
   - 100 square feet for library office;
   - 400 square feet for workroom/ storage area.

2. For a book library
   - 900 square feet for the reading room;
   - 400 square feet for workroom/ storage area.

Special Note: Relocatable library units will not be given low priority.

E. Equipment and Furniture

1. For a media center
   - shelf capacity for 6,000 books;
   - pamphlet and picture file;
   - capacity for 25-35 periodicals (including 5 professional titles);
   - standard library furniture and basic library units;
   - seating capacity for 8-10% of total school enrollment;
   - independent study units;
   - adequate number of electrical outlets;
   - equipment for the utilization and storage of audiovisual materials.

2. For a book library
   - shelf capacity for 6,000 books;
   - pamphlet and picture file;
   - capacity for 25-35 periodicals (including 5 professional titles);
   - seating capacity for 8% of total school enrollment;
   - standard library furniture and basic library units.

VIII EVALUATION

Recipients of ESEA Title II grant awards assume the responsibility of evaluating the effectiveness of their programs. Special Purpose grant applications require a detailed plan for evaluation. The Certification Statement on Basic Grant applications attests that the local education agency will formally evaluate the project.

It is important that the initial planning of a Title II project be based on a careful assessment of the instructional needs of the school district, a determination of the most critical need(s), a clear statement of the objectives of the project in relation to the stated needs, and the procedures which will measure the degree to which program objectives have been achieved.

Evaluation should yield both quantitative and qualitative data. Quantitative data may include noted variations in: the amount of resources available; the number of loan transactions; the number of users of the school library or media center; the size of library facilities and staff; and the amount expended from State and local funds for school library resources. Qualitative data may include analysis of the effect: of the establishment of elementary school library service; of increased resources in relation to instructional program objectives, and of improved selection methods. The effect on teaching methods, on pupil achievement, on administrative procedures; and on relationships with the public library and with other public and private school officials should also be measured.

Annual Report

The filing of an Annual Report form (BSL-10) with the Bureau of School Libraries is required of all Basic, Special Purpose and Special Purpose Incentive grant recipients. The report enables local education agencies to account for expenditures and materials, as well as to describe the results of the local evaluation program. The Annual Report must be submitted to the Bureau of School Libraries to maintain eligibility for Title II grant awards in subsequent years.

Evaluation of Special Purpose Grant Project

Since more detailed evaluation of Special Purpose projects is required, a special form (FormSS) has been developed to assist local education agencies in reporting the results of their evaluation.

On-Site Visits

The staff of the Bureau of School Libraries and other professional personnel from the State Education Department will make on-site evaluations of ESEA Title II projects.

IX PREPARATION AND DISSEMINATION OF SELECTED LISTS OF TITLE II RESOURCES

Section 117.5(c) of the Federal Regulations states in part: "The State plan shall provide for the maintenance of catalogs or lists of...materials acquired under the State plan...which will assure the reasonable accessibility and availability of...materials to children and teachers in both public and private schools. Such catalogs and lists may be limited in content..."

All public education agencies participating in ESEA Title II in FY 70 are assigned the responsibility of preparing selected lists of Title II resources acquired. These lists should be limited in content. For example, they might be limited to school library resources supporting particular areas of curriculum or to a particular form of media, such as recordings. The catalogs may be maintained on the basis of a limited, defined geographical area, such as one section of a city.

Examples of selected lists which might be prepared are:

(1) Books and audiovisual materials on art appreciation
(2) Supplementary texts for American literature
(3) Materials in support of an elementary science unit of study
(4) Resources on local history
(5) High interest-low vocabulary reading materials
(6) Professional materials
(7) Materials for Advanced Placement courses
(8) Linguistic and cultural heritage materials
(9) Materials for the partially-sighted
(10) Supplementary paperbacks
(11) 16mm films and video tapes

The above list is merely suggested.---Local school districts are free to determine similar subjects, areas, or kinds of materials for listing.

The material listed is to be determined locally on the basis of sound educational principles, practicality, and potential effectiveness. In compiling lists, materials acquired during all years of the Title II program should be included. Teachers and librarians should list materials which can be made available on a short term loan basis during the school year -- i.e., materials listed should not be selected for long-term loans, except under unusual circumstances related to the nature of the materials loaned and the educational needs to be served.

Materials should be selected from all Title II resources presently available, regardless of their current location in either public or private schools.

Dissemination of Lists and Materials

The lists may be compiled on cards or sheets. Some school districts may wish to duplicate shelf-list or catalog cards. Others may wish to prepare standard 8½" x 11" sheets. After the lists are compiled and duplicated, they should be distributed to children and teachers in all participating or affected schools. In some instances, however, distribution to teachers only will suffice.

The materials listed should circulate freely, and each participating school district should establish local rules and regulations. These rules, however, should insure that materials are borrowed and returned in a systematic manner, consistent with the needs of instructional programs. Furthermore, no child or teacher for whom the loaned materials were originally intended should be deprived of their use when needed.

If further information or clarification is necessary, please contact the Bureau of School Libraries.

X ADMINISTRATIVE CONTROL

The normal business procedures of the local education agency should be followed in acquiring Title II resources. The fiscal policies established in the section on Fiscal Procedures in this Planning Guide must be adhered to for the fiscal portion of the program.

Public agencies must retain title and administrative control over all resources and materials acquired with ESEA Title II funds. Methods and procedures should be planned for: identification of materials, recording of materials, loan of materials, and inventorying of materials.

1. Identification

   All materials and resources acquired must be stamped or otherwise identified as the property of the respective public agency.

   It is necessary to use a special symbol or number to differentiate Title II materials from other similar materials. For example, the symbols "ESEA" or "ESEA II" or"Title II" could be used. Where accession numbers are used, a special sequence of numbers could be used for Title II materials. (Note: it is not necessary to maintain an accession book to use accession numbers.)

2. Recording

   All materials and resources acquired must be recorded for accounting and inventorying purposes. Since only school library resources (cataloged and processed) may be acquired under the State Plan, a shelflist card is available for each item. The shelflist card can be used as the inventory control card. (Duplicate shelflist cards for Title II materials might be considered to simplify later accounting.)

3. Loan

   For public agencies, it is expected that Title II resources acquired will be placed in school libraries or media centers with similar materials already owned, and will be loaned in accordance with existing loan procedures.

   For private school children and teachers, refer to Section XII of the Planning Guide for suggested policies and procedures.

4. Inventory

An inventory of materials is required at the end of each school year. Complicated procedures are not necessary.

The following procedure is suggested:

a. Shelflist cards are checked with materials on hand or on loan

b. Materials accounted for are duly noted on the cards with an appropriate symbol or color check

c. Materials not located are sought in all appropriate places

d. Missing items are noted on the cards with an appropriate symbol

e. Items being withdrawn from the records should be noted on the shelflist card. The following reasons and suggested symbols may be used:

. Discarded (obsolete, worn, damaged,) - D 6/67

. Lost by pupil - L 6/67

. Lost by teacher (instructional loss) - IL 6/67

f. After the inventory is completed, a summary is prepared, in which materials accounted for and withdrawn are totaled. This summary will be part of the annual report from each public agency.

All materials acquired are subject to the existing rules and regulations governing the use of similar materials, except that no charge may be levied against a child or a teacher for the use of Title II materials -- such as, a rental charge. However, charges may be levied for lost, damaged or overdue materials, if such charges are consistent with existing local policies.

With regard to missing and stolen books, it is expected that a small number of items will fall into this category annually. However, a high loss rate indicates an administrative problem which should be analyzed to determine the cause and possible remedial action.

XI FISCAL GUIDELINES

Maintenance of Effort

Section 117.24 of the Federal regulations governing Title II reads as follows: "...Federal funds made available under Title II of the Act for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of State, local, and private school funds that would in the absence of such Federal funds be made available for school library resources, textbooks, and other printed and published instructional materials, and in no case supplant such State, local and private school funds. Such policies and procedures shall take into consideration the amount of State, local and private funds budgeted for library resources, textbooks, and other printed and published instructional materials..."

The basis for the establishment of maintenance of local effort in New York State is as follows: participating public agencies and private schools will be required to maintain local expenditures on a per pupil basis for Title II resources during the current fiscal year (1969-70) at a level equal to or greater than those expenditures for Title II resources for the two preceding base years.

Public agencies and private schools whose per pupil level of expenditure for Title II resources falls below that of the base year will not be permitted to participate in the Title II program. Allocations for private school children and teachers may be retained by public agencies and expended for public school children and teachers when the private schools within the jurisdiction of the public agency failed to maintain effort for Title II resources.

Participating public agencies and public school agencies receiving a grant will further provide satisfactory assurance that not less than 50¢ per pupil will be expended from State or local funds for the acquisition of school library resources. This also applies to private elementary and secondary schools whose children and teachers receive loan benefits under the Title II program. Failure to maintain this level of expenditure will result in project disapproval.

Public agencies which make application under ESEA Title II and provide data indicating a reduction of effort will be notified that the application is not acceptable, unless accompanied by a statement offering a satisfactory explanation. Allowances will be made, however, for unusually large amounts expended during the preceding base year, such as, establishing a basic collection, replacement because of loss, a large bequest, etc. A written statement of explanation should be submitted with a Title II application where necessary to avoid automatic rejection.

Private schools which participate in the Title II program are equally obligated to satisfy this requirement, and should be prepared to provide data on local effort, as requested, in clear, business-like fashion. Private schools which do not meet established maintenance of effort criteria are not eligible to participate in the Title II program. Private schools are reminded that only data on local funds are to be reported, and must not include benefits under ESEA Title I, ESEA Title II, etc. Careful financial records, similar to those kept by public agencies, should be maintained for all expenditures related to school library resources.

Important: Maintenance of effort shall not be interpreted to include those expenditures made by parents or children individually for specific items, nor any expenditures made to purchase materials used for religious instruction or religious in nature. However, maintenance of effort must include amounts paid by parents and children and credited to the general budget of a school (i.e., tuition, etc.).

Application--Estimated Budget

A proposed budget must be completed and submitted as part of each application for either a Basic Grant or a Special Purpose Grant. See Form A (item #3), Form B (item #3), Form D (items #3 and #15), and Form J (items #3 and #11). It should be clearly understood that no district will receive payments automatically as a result of a formal notice of allocation. Each district applying for a Title II grant must submit an application describing the proposed project together with a proposed budget.

Budget Amendments

Unless notified to the contrary, approval of a Title II project application automatically indicates approval of the estimated budget as presented in Form A (item #3) and Form B (item #3), Form D (items #3 and #15), or Form J (items #3 and #11).

If a grant-receiving agency wishes to make an internal change in the project budget which would cause an increase of more than 10 per cent in any one budgetary subcategory included in an originally approved budget (as found in item #3 of any Form A, Form B, Form D, or Form J), it must submit a duplicate written request to the Bureau of School Libraries. No change may be implemented without the written approval of the Bureau. However, prior approval for a 10 per cent increase is not required if such a change does not cause an increase of more than $500 in the original budget subtotal. Absolutely no increase, of any amount, in a Title II budget total is allowable.

Any reallocation of 1969-70 funds will be made in mid-year by the State Education Department only after a thorough analysis of the Title II (ESEA) (Form E) Report of Commitments submitted by each district within (60) sixty days after project approval. Therefore, no budget amendment will be approved, subsequent to the receipt of each respective Report of Commitments, which would increase the TOTAL amount reported as committed. An Amendment which does not increase the total amount reported as committed on the Report of Commitments may be approved subsequent to submittal of such Report.

Report of Commitments (Form E)

Sixty (60) days subsequent to the date of approval of a project application, the grant-receiving agency is to submit two completed copies of a TITLE II (ESEA) (Form E) Report of Commitments to the Bureau of School Libraries. All commitments relevant to the entire project must be made as of the filing date for the TITLE II (ESEA) (Form E) Report of Commitments and are to be reported therein.

Issuance of Purchase Orders

No purchase orders or contracts relevant to a project may be issued by an applicant agency prior to its receiving written notification from the Bureau of School Libraries that the pertinent application for a grant has been approved.

All initial purchase orders are to be issued and contracts signed, as relevant to the entire amount of the approved grant, within sixty (60) calendar days following the date of application approval. Also, in addition to the above and regardless of any date of application approval, no original commitment of any type may be made later than June 30, 1970.

Substitution Procedures

A "replacement" ("substitution") purchase order or contract may be issued or entered into, after June 30, 1970, but no later than December 31, 1970, if it constitutes one of the following: (1) an order for one or more items which originally were ordered (from the same or a different supplier) on a 1969-70 Title II, ESEA, purchase order issued--or contract entered into--no later than June 30, 1970, or (2) an order for one or more items which are substitutions for one or more respective items of a similar nature which originally were ordered (from the same or a different supplier) on a 1969-70 Title II, ESEA, purchase order issued--or contract entered into--no later than June 30, 1970. All "replacement" purchase orders and/or contracts must be specifically identifiable as such and must be specially reported in the Final Report of Project Expenditures (Form G).

Discounts

Vendors sometimes are unable to fill original orders completely and larger discounts sometimes are received than originally have been anticipated. This sometimes has resulted in "underuse" of grant funds. Possible methods of coping with this situation are the following:

(1) Issuing purchase orders which contain supplemental listings of acceptable items (perhaps in order of preference) from which a vendor would draw when he would otherwise be unable to fill each of such orders to the full amount of its "dollar value"; and

(2) Carefully anticipating discounts.

Unanticipated discounts may not be reallocated after June 30, 1970.

Also, immediate delivery of Title II orders is not essential inasmuch as June 30, 1971, is the final date upon which expenditures relevant to a 1969-70 project may be made.

Delivery Costs

Expenditures for school library resources (books, periodicals, audiovisual materials and other printed material) should include delivery charges.

After materials are delivered to their initial point of use (i.e., use by students and teachers), costs of any additional delivery to a "new" point of use are not allowable for payment with Title II funds. When materials first are delivered to a central processing center for purposes of processing only and then are delivered to a first point of use (use by students and/or teachers), this entire "two-part" delivery may be considered to constitute delivery to an initial point of use and thereby be considered allowable for payment with Title II funds if all other pertinent requirements are satisfied.

Cost of Acquisition

Costs of acquisition include the costs of processing and cataloging of approvable resources. Districts will be required to estimate their costs of acquisition for the fiscal year 1969-70 as in past years. The maximum amount which can be budgeted for this category for fiscal year 1969-70 is 20% of the total grant allocation. An additional 2% may be used for ordering costs.

Expenditures for Services of personnel involved in processing at the local level must be for services provided and/or incurred only during the period July 1, 1969 - June 30, 1970. If a regular

district employee is to do the processing, the district will be required, at the time of submittal of Final Report of Project Expenditures for 1969-70, (Form G) to certify that his services were performed at times "above-and-beyond" those times during which the employee is expected to perform his regular district duties.

Personnel services incurred prior to June 30, 1970 (but to be performed subsequent to such date) should be covered by an appropriate purchase order form.

If the person to do the processing is known, the purchase order should be made to that person. If there is no definite person, the purchase order should be made out to "book processing."

Schedule of Payments to Local Education Agency

A grant-receiving agency will receive a first advance payment of 25 per cent automatically four to six weeks after receipt of notification of application approval.

Upon receipt of the first check for project expenditures the local education agency submits, monthly, to the State Education Department, Division of Educational Finance, a report of expenditures made toward the project. (Form: Monthly/Quarterly Request for Funds - FA-25-AP.) This report is to be filed monthly thereafter until the Final Report of Project Expenditures (Form G) is filed with the Division of Educational Finance. Up to a total of 90% of the approved project budget may be advanced via the Monthly Expenditure Report and Monthly/Quarterly Request for Funds - Form FA-25-AP.

Quarterly advance payments will be made for all projects funded for $40,000 or less. Monthly advance payments will be made for all projects funded in excess of $40,000.

Form G - Final Report of Project Expenditures

Immediately upon completion of all expenditures pertinent to a 1969-70 Title II project, one completed copy of a Title II (ESEA) (Form G) Final Report of Project Expenditures, together with one legible itemized copy of each paid invoice relative to the project, is to be submitted to the Division of Educational Finance.

Each Final Report of Project Expenditures will be audited by the Division of Educational Finance. Questions arising during the audit will be presented to the local agency by the Division of Educational Finance for consideration and response.

Every expenditure amount, other than any amount(s) relative to costs of acquisition reported in the TITLE II (ESEA) (Form G) Final Report of Project Expenditures must be identified by (1) purchase order date, (2) invoice number, (3) name of vendor (or

of performing agency or individual), (4) check number, (5) date of check, and (6) amount paid. Every expenditure amount reported in Form G which is relative to processing supplies drawn from central storage must be identified by (1) central storage requisition number or central storage receipt number and (2) amount paid.

Every expenditure amount (including any amount corresponding to contracted-for processing service), other than any amount(s) relative to costs of acquisition, reported in Form G must be substantiated by an accompanying copy of an itemized paid invoice.

Ultimate Adjustment

Upon completion and acceptance of the audit of the Final Report of Project Expenditures the local agency will be sent a Notice of Final Audit Findings. This notice will indicate the amount of final payment to be made, or the amount of over-payment to be returned by the local agency.

Project accounts should not be closed until such action has been taken.

XII TERMS OF AVAILABILITY TO CHILDREN AND TEACHERS IN PRIVATE ELEMENTARY AND SECONDARY SCHOOLS

Materials and resources acquired with ESEA Title II funds must be made available to children and teachers in private elementary and secondary schools. Such materials and resources must be provided on an equitable loan basis.

Basic and Special Purpose grants will only be approved on the condition that the children and teachers enrolled in private elementary and secondary schools situated within the geographical boundaries of the public agency be served equitably along with the public school children and teachers. The term "equitable" is here defined as fair share, meaning that at least a fair share of resources and materials must be made available to private school children and teachers on the basis of certified, official enrollment statistics.

To clarify this aspect of Title II, Federal regulation #117.5, subparagraphs (a) and (b), follow in their entirety:

"(a) In general. The State plan shall set forth the methods and terms by which the school library resources, textbooks, and other instructional materials acquired under the State plan will be made available for the use of children and teachers in the schools of the State. It shall assure that funds provided under Title II of the Act will not inure to the enrichment or benefit of any private institution by providing that -- (1) library resources, textbooks, and other instructional materials are to be made available to children and teachers and not to institutions; (2) such materials are made available on a loan basis only: (3) public authority must retain title and administrative control over such materials; (4) such material must be that approved for use by public school authority in the State; and (5) books and material must not supplant those being provided children but must supplement library resources, textbooks, and other instructional materials to assure that the legislation will furnish increased opportunities for learning. It shall also assure that the Federal funds made available under this title will not be used to supplant or duplicate, inappropriately, functions of the public library system of the State.

"(b) Administrative control. School library resources, textbooks, and other printed and published instructional materials acquired under Title II of the Act shall be available to children and teachers in private elementary and secondary schools on a loan basis only in accordance with procedures to assure that the public agency having title to such resources, textbooks, and materials received an accounting for their use and obtains their proper return. The State plan shall provide that the public agency having title to, and control and administration of the use of, school library resources, textbooks, and other printed and published

instructional materials acquired under the State plan may recall or replace any or all of such resources, textbooks or materials if the recall or replacement is for reasons consistent with the State plan and with the purpose for which such resources, textbooks, or materials were acquired. The public agency having control shall impose responsibility upon the children and teachers who borrow school library resources, textbooks, and other printed and published instructional materials (for loss, damage, failure to return when required, or other violation of the terms and conditions of the loan) which is comparable to that imposed upon borrowers of similar items purchased with funds derived from State or local sources."

Private school officials should bring to the attention of the State Education Department situations where private elementary and secondary school children and teachers are unserved because the public agency is unwilling or ineligible to participate in the Title II program. In such cases, other procedures will be implemented to assure that private school students and teachers are served. However, participation in the Basic Grant program is limited to those private school students and teachers within the jurisdiction of a selected public agency.

The following sub-sections describe the methods and terms which might be employed to make Title II materials and resources available to private school children and teachers:

Determining Need.

The responsibility for determining the need for Title II resources rests with the public agency making application. However, private school officials should cooperate in this task so that undue administrative time is not demanded of the public agency.

Acquisition.

The acquisition of materials should follow those procedures already established for the acquisition of similar materials. However, separate purchase orders for materials designated for loan to private school children and teachers are desirable.

Methods of Loan.

The following methods of loan are suggested to public agencies. Any one, or combination of two or more, could be used to accomplish the loan of Title II materials:

1. Have private school officials submit a loan request on paper, accompanied by a pupil and teacher roster. Title II materials would then be sent to or picked up by private school officials and loaned to individual pupils and teachers.

2. Place Title II materials in a special depository located somewhere in the facility of a public agency. (Have private school officials submit a loan request on paper, accompanied by a pupil and teacher roster. Title II materials would then be sent to or picked up by private school officials and loaned to individual pupils and teachers.)

3. Place Title II materials with existing collections of similar materials in the school library or media center and admit private school children and teachers after school, evenings, or Saturdays to borrow materials on an equitable or equal basis.

4. Place Title II materials in a special depository located somewhere in a facility of the public agency, and admit private school children and teachers after school, evenings, or Saturdays to borrow materials on an equitable or equal basis.

5. Contract with a Board of Cooperative Educational Services, or with a local public library, or with a public library system to enable them to provide materials on an equitable loan basis to private school children and teachers. Under this procedure, materials would be acquired by the public agency and turned over to the contract agency.

6. Utilize a special facility established under Titles I or III of this Act.

7. Utilize a special facility established, in cooperation with one or more other public agencies, as a depository for Title II materials.

Note: The facilities of a private school may not be used as a depository under the terms of Title II.

The method of loan described above under Items #1 and #2 is recommended, particularly the procedure described in parentheses, whereby a legitimate loan may be accomplished on paper.

Pupil and Teacher Roster.

Regardless of the loan method utilized, public agencies must have all loan requests and loan records for private schools accompanied by a pupil and teacher roster. This is a critical point since such a roster constitutes a loan to private school pupils and teachers on an individual basis.

Length of Loan.

The type of material and the purpose for which requested will determine the length of loan, and each public agency will establish such loan periods as it deems necessary and appropriate, as long as materials are not given outright to a private school or private school child or teacher. Long-term or indefinite loans are permissible, provided that a "proper return" is accomplished periodically. A physical return of materials annually is strongly urged, although public agencies may elect to store materials in a private school over the summer, and renew materials in September.

Accountability.

The public agency must at all times retain title and be accountable for materials acquired under Title II. Private school officials can be most cooperative and helpful by assisting public school officials in this regard, by reporting on the use of materials, by evaluating the effectiveness of the materials loaned, by inventorying materials, and by maintaining materials (i.e., repairing, etc.).

Processing.

Since it is expected that school library resources be processed and organized for use, Title II funds may be used, within the limitations described in this Planning Guide, to defray necessary costs of acquisition. If such processing is done locally, private school officials may cooperate effectively by assuming all or part of the costs of acquisition in order to make better use of Title II funds. Existing procedures established by the public agency for similar materials would be required in this eventuality.

Suggested Procedures.

1. With regard to selection, the use of standard selection guides by private school officials in making suggestions for purchase, would facilitate approval and ordering procedures.
2. With regard to ordering, private school officials could volunteer their services by filling out such order forms as are used by the public agencies in accordance with existing procedures.
3. There should be frequent meetings of local public and private school administrators.
4. A faculty member of each school should be appointed liaison representative.

5. Non-public schools should be kept informed of the regulations of public schools.

6. Each non-public school should be represented at ESEA planning sessions.

7. There should be an equitable distribution of program advantages.

8. There should be an exchange of mailing lists, open houses and invitations to functions.

9. Non-public schools should be given adequate "lead" time for preparing statistics.

10. Non-public school administrators should be informed of summer school programs.

11. With regard to the preparation of lists, private school officials should cooperate in listing the materials on loan to their children and teachers.

XIII PUBLIC LIBRARY AND PUBLIC LIBRARY SYSTEM PARTICIPATION

Local public libraries should be involved in the planning of Basic Grant applications so that there will be maximum utilization of resources and unnecessary duplication will be avoided. This cooperative planning between school and public libraries should extend through the project, and should include the evaluation of the project.

A unique feature of the New York State Plan for ESEA Title II permits the direct participation of large public libraries or library systems in the Special Purpose Grant program. These Special Purpose Grants are intended to be exemplary and require the highest level of staff, resources and facilities in order to make them truly demonstrative.

School librarians must be involved in all stages of planning the project, and the final result must be the reinforcement and development of the school library program to best serve the instructional needs of the children and teachers. The school librarian should be the first source of contact for students and teachers in the project.

All Special Purpose Grant projects are competitive and are judged on merit. Preference will be given to those projects which provide for a qualified school librarian on the public library staff.

It is recommended that Robert Barron, School-Public Library Liaison, or a member of the staff of the Bureau of School Libraries be contacted for advice in developing projects.

XIV DEFINITIONS

Acquisition, Costs of - cataloging and processing.

Children - those persons who are in attendance in approved elemantary and secondary schools of New York State. Age limits are those permissible ages for attendance at the public elementary and secondary schools of New York State, but "children" does not include persons enrolled in adult education courses, or in courses beyond grade 12.

Elementary school - a day or residential school which provides approved elementary education.

Equitable - fair share.

Fiscal year - the period beginning on July 1 and ending on the following June 30. (The fiscal year is designated by the calendar year of the ending date.)

Local education agency - the local public school district or other public agency legally constituted to provide approved programs of elementary and secondary education.

Ordering, Costs of - necessary expenses for the preparation of purchase orders by professional and non professional staff, and for clerical work performed by the public agency business office.

Private elementary and secondary schools - non profit or profit-making schools which provide approved elementary and secondary education under State law, but not beyond grade 12, and which are controlled by other than a public authority.

Processing - preparation of Title II resources for efficient use. Procedures included are: cataloging, classifying, subject indexing, marking, labeling, stamping, and the preparation of circulation cards, card records, and book jackets.

Public agency - a legally constituted organization of government under public administrative control and direction.

School library resources - materials, including audiovisual materials, which are processed and cataloged as part of a school library or media center, and which are further sub defined as follows:

a. Books (cataloged and processed) - "Books (cataloged and processed)" are defined herein as hardcover and paperback books which meet all of the following criteria:

(1) they are processed and cataloged for use by elementary and/or secondary school children and teachers; (2) they do not correspond to the definition of textbooks, presented below, and (3) with reasonable care and use they may be expected to last more than one year.

b. Periodicals (Subscriptions) (cataloged and processed) - "Periodical (cataloged and processed)" is defined herein as any publication which meets all of the following criteria: (1) it appears at regular intervals of less than a year on a continuing basis for an indefinite period; (2) it is processed and cataloged for use by elementary and/or secondary school children and teachers; and (3) with reasonable care and use it may be expected to last more than one year. (Microfilm periodicals are not included here but are considered audiovisual materials.)

c. Other Printed Library Materials (cataloged and processed) - "Other Printed Materials (cataloged and processed)" are defined herein as documents (other than books), pamphlets, musical scores, and other printed and published materials, which meet all of the following criteria: (1) they do not correspond to a definition pertinent to any other Title II budgetary category; (2) they are processed and cataloged for use by elementary and/or secondary school children and teachers; (3) they do not correspond to the definition of textbooks herein; and (4) with reasonable care and use they may be expected to last more than one year.

d. Audiovisual Materials (cataloged and processed) - "Audiovisual Materials (cataloged and processed)" are defined herein as the following when such are processed and cataloged for use by elementary and/or secondary school children and teachers and when such with reasonable care and use may be expected to last more than one year: Films; filmstrips; micro-form; sound recordings, including but not limited to those on discs and tapes; processed slides; transparencies; kinescopes; video tapes; maps; charts; globes; pictorial works, including pictures and picture sets; reproductions; photographs; graphic works; and any other audiovisual materials of a similar nature made by any method now developed or hereafter to be developed which are printed and published.

Secondary school - a day or residential school which provides approved secondary education, except that it does not include any education provided beyond grade 12.

Standards - those measures established by the State Education Department which are used for making determinations as to adequacy, quality, and quantity of resources.

Teacher - a person who is engaged in carrying out the instructional program of an elementary or secondary school, including principal, guidance counselor, school librarian, or other member of the instructional or supervisory staff.

Textbook - the principal source of study material for a given course or class dealing with a definite subject and at a specified level of instruction, copies of which will be made available to each class member. Included within this definition are titles acquired in quantities of six or more for one school building or administrative unit.

Textbook, Supplementary - a textbook used for enrichment purposes acquired in quantities of five or less per title per building, and not intended for the use of every class member as a principal source of study material.

Transportation - cost of shipment of Title II resources and materials from the vendor to the central distribution point in the school district or to the point of initial delivery within the school district.

XV Filing Dates

Selected eligible public education agencies may file Basic Grant applications immediately upon receipt of their allocation notice and the application forms.

Final filing dates for the various aspects of the Title II program are:

1.	Basic Grant applications -	February 15, 1970
2.	Letter of Intent to file for a Special Purpose or Special Purpose Incentive Grant -	January 15, 1970
3.	Special Purpose and Special Purpose Incentive Grant applications -	February 15, 1970
4.	Report of Commitments (Form E) -	60 days after date of project approval
5.	Final date for original purchase orders -	June 30, 1970
6.	Substitute purchase orders -	December 31, 1970
7.	Annual Report (BSL-10) -	July 15, 1970
8.	Final Report of Project Expenditures (Form G) -	June 30, 1971

Applications and Letters of Intent not postmarked on or before the final date indicated will not be considered.

Unused funds which are not applied for or not committed in accordance with the above dates, will be reallocated by the State Education Department by inviting applications from eligible public education agencies.

XVI STATE ADMINISTRATION OF TITLE II

Public agencies and private school officials are encouraged to contact the Bureau of School Libraries of the New York State Education Department on all aspects of ESEA Title II and for assistance in planning. The following staff members are available for these purposes:

Mrs. Lore Howard
Chief
Bureau of School Libraries
Tel. 518 - 474-4972

Mr. Benjamin Meffert
Associate
Bureau of School Libraries
Tel. 518 - 474-3309

Mrs. Ethel Severinghaus
Associate
Bureau of School Libraries
Tel. 518 - 474-3309

Mrs. Lucy Rose
Administrative Assistant
Bureau of School Libraries
Tel. 518 - 474-4972

For public library aspects of Title II, contact:

Mr. Robert Barron
Associate
Division of Library Development
Tel. 518 - 474-5936

For fiscal aspects of Title II and questions relating to advance payments, contact:

Mr. Henry S. DeLegge
Associate
Division of Educational Finance
Tel. 518 - 474-4815

For coordination of program and services of the Bureau of School Libraries with all other instructional units of the New York State Education Department, the responsible official is:

Mr. Ted T. Grenda
Director of General Education

For general supervisory responsibility of Title II, the responsible official is:

Mr. Bernard F. Haake
Associate Commissioner for Instructional
Services (General Education)

Overall responsibility for administration and supervision of Title II rests with:

Mr. Philip B. Langworthy
Associate Commissioner for Elementary,
Secondary and Continuing Education